

FALL 2009

Test Administration Directions

Arizona's

*Instrument to Measure Standards
High School*

Test Administrator's Name

PEARSON

AIMS HS



Writing, Reading, and Mathematics

AZ00000537

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Overview for the Fall 2009 Administration of AIMS HS

Arizona's Instrument to Measure Standards High School (AIMS HS) is administered to students in Cohorts 2011, 2010, 2009, or below in the content areas of writing, reading, and mathematics. AIMS HS writing, reading, and mathematics is administered in the spring and fall, and must be offered to all students who are eligible to participate. See "Students to Be Tested" section on this page for more information.

The writing test is scheduled for Tuesday, October 27, 2009; the reading test for Wednesday, October 28, 2009; and the mathematics test for Thursday, October 29, 2009. There is no make-up testing during the Fall 2009 administration of AIMS HS. Testing must be conducted according to the Test Administration Schedule on page 5 in this document. The Test Coordinator is responsible for communicating the testing schedule to Test Administrators, parents, guardians, and students.

This document provides directions for the administration of the writing, reading, and mathematics tests and should be used by the Test Administrator for each content area of AIMS HS.

Students to Be Tested

Only students in Cohorts 2011, 2010, 2009, or below are permitted to participate in the Fall 2009 administration of AIMS HS. Students in Cohort 2011 are generally eleventh-grade students. Students in Cohort 2010 or below are generally twelfth-grade students. When a student's cohort and grade are **not** aligned, the student's cohort is used to determine if the student is eligible to participate in AIMS HS.

Students in Cohorts 2011, 2010, 2009, or below who have not yet met the standard on the writing, reading, or mathematics portions of AIMS HS are expected to take the test for the specific content area. Also, students in Cohorts 2011, 2010, 2009, or below who have not yet tested on the writing, reading, or mathematics portions of AIMS HS are expected to take the test for the specific content area.

Any students in Cohorts 2011, 2010, or below who want to move from the "Meets the Standard" to the "Exceeds the Standard" performance level have the option of retaking AIMS HS to raise their score on a particular content area. Students in Cohorts 2011, 2010, or below who have exceeded the standard on a particular content area of AIMS HS may **not** retake the test for that content area.

Students with significant cognitive disabilities and whose current Individualized Education Program (IEP) designates them as eligible for an alternate assessment, AIMS A, are excluded from AIMS HS. For additional information, refer to the AIMS A guidelines on the Arizona Department of Education Web site at www.azed.gov/standards/aims/Administering.

Test Administrator Responsibilities

The Test Administrator is responsible for:

- ☐ participating in training activities scheduled by the Test Coordinator;
- ☐ signing and returning to the Test Coordinator the AIMS Test Security Agreement;
- ☐ adhering to test administration security procedures;
- ☐ reviewing this document in advance of the testing date;
- ☐ receiving test materials from the Test Coordinator;
- ☐ verifying the quantities of test materials received;
- ☐ requesting from the Test Coordinator any additional materials required to test all eligible students;
- ☐ distributing, collecting, and verifying all test materials on testing dates;
- ☐ following the test administration directions exactly as stated in this document;
- ☐ reading aloud to the students the test administration script exactly as stated in this document;
- ☐ completing all necessary demographic information on the student demographic data grid for those students **without** a student bar code label;
- ☐ completing the accommodations information on the inside front cover of the AIMS HS answer document for students receiving accommodations; and
- ☐ assembling and returning all test materials to the Test Coordinator.

*The Test Administrator **must** follow the directions exactly as stated in this document.*

Arrangements Prior to Test Administration

Test Administration Staff

A Test Administrator should be assigned to each testing room. If the number of students testing in the room requires it, Proctors may also assist the Test Administrator during the administration of the test. Test Administrators and Proctors must be employees of the school.

Preparation of the Room for Testing

AIMS HS is a standardized test. The Test Administrator **must** follow the directions exactly as stated in this document.

AIMS tests are to be administered at Arizona schools. AIMS tests may be administered in a home or hospital setting for a single student. AIMS tests cannot be administered outside of the state of Arizona.

The testing room should be prepared for the test administration prior to the testing date. Good lighting, ventilation, and freedom from distracting noises and interruptions are important for student performance. **All visual aids displayed in the testing room that could assist students while testing must be removed or covered completely.**

*All visual aids displayed in the testing room that could assist students while testing **must** be removed or covered completely.*

Arrange student seating so that students cannot easily see the answer documents of others and so that the Test Administrator(s) and Proctor(s) can walk by each student. Students' desks and tables should be cleared of backpacks and unnecessary materials prior to the distribution of tests and answer documents.

Test Administration Security Procedures

It is unethical and shall be viewed as a violation of test security for any person to:

- examine, read, or review the content of any portion of the test;
- disclose or allow to be disclosed the content of any portion of the test before, during, or after test administration;
- discuss any AIMS HS test item before, during, or after test administration;
- allow students access to test questions or writing prompts prior to testing;
- allow students to share information during test administration;
- allow students to use scratch paper or extra paper;
- read any parts of the test to students except as indicated in the test administration directions;
- influence students' answers;
- change students' answer choices;
- review students' answers, including the writing rough draft and writing final copy;
- photocopy, transcribe, or in any way duplicate any part of AIMS HS test books;
- fail to return all test materials, including unused documents; and
- participate in, direct, aid, counsel, assist in, encourage, or fail to report any violations of these test administration security procedures.

Test Administrators and Proctors may **not** assist students in answering questions. Test Administrators and Proctors may **not** translate, reword, or explain any test questions or any answer choices. No test item may ever be discussed before, during, or after test administration. (See the Glossary on page 40 in this document for the definition of *item*.) Refer to "Test Preparation and Administration Practices" on the Arizona Department of Education Web site at www.azed.gov/standards/aims/Administering.

*Test Administrators and Proctors **must** sign a copy of the AIMS Test Security Agreement.*

AIMS Test Security Agreement

To ensure the security of AIMS HS, Test Administrators and Proctors **must** sign a copy of the AIMS Test Security Agreement obtained from the Test Coordinator or found on the Arizona Department of Education Web site at www.azed.gov/standards/aims/Administering.

Test Materials and Testing Schedule

Test Materials

Test Administrators will receive their test materials from the Test Coordinator. Each Test Administrator should receive from the Test Coordinator an inventory of the number of test books and answer documents that have been delivered. Upon receipt of the test materials, the Test Administrator should count the number of test books and answer documents received. Any discrepancies must be reported immediately to the Test Coordinator.

AIMS HS test books and answer documents are secure documents. For each day of AIMS testing, Test Administrators will collect their test materials from the Test Coordinator at the beginning of each day of testing and return them to the Test Coordinator at the end of each day of testing. While in the possession of the Test Administrator, test materials must be kept in a **securely locked storage facility** except during actual test administration times and until they are returned to the Test Coordinator each day. Test Administrators must follow the proper procedures for ensuring the security of test materials before, during, and after the test administration.

New for the Fall 2009 administration, there will be three answer documents: one for writing, one for reading, and one for mathematics. As in the past, there will be three test books: one for writing, one for reading, and one for mathematics.

Test Administration Schedule

AIMS HS must be administered exactly as shown in the following table. The testing schedule must be clearly communicated to parents, guardians, and students in advance. Schools that are not in session on one or more of the dates listed must request permission from the Director of State Test Administration to administer AIMS HS on alternate dates.

Test Administrators must follow the proper procedures for ensuring the security of test materials before, during, and after the test administration.

AIMS HS is not a timed test.

The following are **approximate times** needed to administer AIMS HS. These estimates include time to distribute materials to students, complete student information on test materials, read directions, and collect and count test materials at the end of each testing session.

Test Administration Dates	Session(s)—Time
Writing Test—October 27, 2009	1 session—2–2½ hours
Reading Test—October 28, 2009	1 session—2 hours
Mathematics Test—October 29, 2009	2 sessions—90 min. ea.

The **AIMS HS writing test** is to be administered in one session of 2 to 2½ hours with a brief stretch break after the first hour.

The **AIMS HS reading test** is to be administered in one session of two hours with a brief stretch break after the first hour.

The **AIMS HS mathematics test** is to be administered in two sessions of ninety minutes each with a significant break after the first ninety-minute session.

For all AIMS testing, students may not have access to any electronic devices, including cell phones, from the time they enter the testing room until dismissed.

A testing session is complete only when the allotted time for the session has ended or when all students present have finished the session. Students may be instructed to bring personal reading materials or classwork they can do if they finish a testing session before the allotted time has ended. Students who need additional time beyond the allotted time must be allowed to continue testing immediately following the scheduled testing session. These students may be escorted to another secure testing location at the conclusion of the allotted testing time to finish the testing session. For each content area of AIMS HS, students must finish the entire test, including all sessions, by the end of the school day.

For each content area of AIMS HS, students must finish the entire test, including all sessions, by the end of the school day.

Plan to start and finish AIMS HS testing entirely before lunch or entirely after lunch. Only those students requiring additional time beyond the allotted time should have lunch or another meal while testing on AIMS HS. For these students, the meal should be brought to the student, and the student should remain in the secure testing environment while eating.

Make-up testing is not allowed during the Fall 2009 administration of AIMS HS. Students and their parents or guardians should be notified of testing dates in advance. Students who are absent, or otherwise miss the scheduled test administration, are not permitted to make up the missed session. Schools need to alert students and parents that, if students are absent or otherwise miss the scheduled test, then no further opportunities to test are available in the fall of 2009. Schools should document student or parent refusal to test.

AIMS HS Test Materials

Fall 2009 AIMS HS test materials to be supplied by the state include:

- ☐ AIMS HS Writing, Reading, and Mathematics Test Books;
- ☐ AIMS HS Writing, Reading, and Mathematics Answer Documents;
- ☐ *AIMS HS Test Administration Directions*;
- ☐ student bar code labels (Pre-ID labels);
- ☐ Pre-ID Roster;
- ☐ Header Sheets;
- ☐ School Header Lists;
- ☐ Materials Inventory Sheets; and
- ☐ paper bands.

Test materials that **must** be supplied by schools for each testing room include:

- ☐ a supply of sharpened, standard, wooden, graphite-based No. 2 pencils with erasers;
- ☐ a pencil sharpener or an additional supply of sharpened, standard, wooden, graphite-based No. 2 pencils with erasers;
- ☐ a "Testing—Do Not Disturb" sign; and
- ☐ commercially published paper dictionaries and commercially published paper thesauri for use on the writing test **only**.

Test Administrators must be sure to have an adequate supply of test materials available prior to testing.

AIMS HS Test Books

The Fall 2009 administration of AIMS HS includes three test books: one for the writing test, one for the reading test, and one for the mathematics test.

AIMS HS test books are secure documents and must be returned to Pearson after testing.

Students may use colored pencils, pens, markers, and highlighters to mark in their test books as needed. **Use of scratch paper or extra paper is prohibited.**

*Use of scratch paper
or extra paper is
prohibited.*

AIMS HS Answer Documents

For the Fall 2009 administration of AIMS HS, there are **three** answer documents: one for writing, one for reading, and one for mathematics. The answer documents are machine-scorable.

Students must use a standard, wooden, graphite-based No. 2 pencil to mark their answers to multiple-choice questions and to write their final responses to the writing prompt. Only answers marked or written with a No. 2 pencil will be scored.

*Students **must** use a standard, wooden, graphite-based No. 2 pencil to mark their answers to multiple-choice questions and to write their final responses to the writing prompt.*

Important Precautions for Handling Test Materials

- Do not use any test books or answer documents other than those that correspond to the Fall 2009 administration of AIMS HS writing, reading, and mathematics. Documents from other testing programs or from previous AIMS HS test administrations will not be scored.
- Do not photocopy the test books or the answer documents.
- Do not disassemble or pull pages from the answer documents.
- Do not use “sticky” notes, paperclips, tape, staples, or glue on the answer documents.
- Do not insert loose papers into the answer documents.
- Do not tape or glue additional paper into the answer documents.
- Do not allow students to use extra paper to write their responses for the writing test. Only responses that are **handwritten** in pencil on the pages designated “Final Copy” will be scored.
- Do not allow students to use correction fluid on the answer documents. If an error is made in filling in a bubble or in the final response to the writing prompt, the student should erase the error completely and make the correction using a No. 2 pencil.
- Do not allow students to use colored pencils, pens, markers, or highlighters to respond to multiple-choice questions or to the writing prompt.
- Do not return test materials that have been contaminated with blood, vomit, or other bodily fluids to Pearson. Follow the directions of your Test Coordinator for the proper handling of contaminated test materials.

Test Administration Guidelines

Defective Test Books and Answer Documents

Defective test books or answer documents (i.e., test books or answer documents that are damaged or incorrectly assembled, or that have pages that are missing or that are out of order) must be replaced immediately. Defective test books or answer documents must be returned to the Test Coordinator at the conclusion of testing.

Students Who Leave the Room During Testing

Students should remain in the testing room during the entire scheduled testing session. However, students may be allowed to go to the restroom, if necessary, during testing. Only one student may leave at a time. The student's test materials must be collected before the student leaves the room and then given back to the student upon returning to the room.

Students Who Leave School During Testing

Students who need to leave school before completing a particular content area of AIMS HS, including those students who leave due to illness, are ineligible to continue the test for that content area. The Test Administrator should inform the student that he/she will **not** be permitted to finish that content area when the student returns to school, collect the student's test book and answer document, and dismiss the student from the testing room. The student's test book and answer document are to be returned to the Test Coordinator. The student's answer document is to be returned with the scorable test materials.

The Arizona Department of Education recommends that documentation identifying the time the student left the testing room and the reason for leaving early be kept and then later attached to the student's test report.

If the student returns to school on a test date for a different content area, the student is permitted to test on that different content area.

Disruptive Students

Students who disrupt testing, refuse to participate, receive help from others, or otherwise engage in behavior not consistent with acceptable classroom behavior should be subject to the disciplinary procedures established by the school for such occurrences. Whenever possible, the disruptive or misbehaving student should be allowed to continue testing in a different location so that other students may test undisturbed. If the student is believed to have participated in cheating, contact the Test Coordinator for guidance.

The Arizona Department of Education recommends that the student's parents or guardians receive written notification of the incident and its consequences.

Monitoring Testing

During the administration of AIMS HS, Test Administrators and Proctors should move unobtrusively about the room, checking to make sure students are progressing through the test. Students should be allowed to work at their own pace.

Test Administrators and Proctors should:

- ☐ supervise the room at all times during testing;
- ☐ answer student questions that pertain **only** to the clarification of test administration directions;
- ☐ verify that students are marking their answers to multiple-choice questions or writing their final responses to the writing prompt in the proper locations in their answer documents; and
- ☐ check for a large number of erasures—these may indicate that a student is confused about the directions. You may help the student understand the directions, but do not explain concepts, or test questions, or answer choices, or give any other help that could influence the student’s answers.

When a student has finished a testing session, the Test Administrator should collect the student’s test materials. Once the test materials have been collected, the student may then read or do classwork silently while waiting for the scheduled test or testing session to end.

See “Test Administration Security Procedures” on page 3 and “AIMS HS Test Books” and “AIMS HS Answer Documents” on page 7 in this document for additional guidelines regarding the monitoring of testing.

Use of Resources

Math manipulatives, charts, and aids, including, but not limited to, a ruler, number line, compass, and an abacus, may **not** be used on any portion of AIMS HS.

Electronic devices, including, but not limited to, computers, calculators, cell phones, digital watches, personal digital assistants, and portable music players, are prohibited during AIMS testing and should not be permitted in the testing room.

Students may use a commercially published paper dictionary and/or a commercially published paper thesaurus for the AIMS HS writing test **only**, although neither item is required to be used by students. Several copies of each of these items **must** be available in the event students choose to use them. Dictionaries and thesauri may **not** be used for the reading test or the mathematics test.

Refer to “Testing Accommodations: Guidelines for 2009–2010” on the Arizona Department of Education Web site at www.azed.gov/standards/aims/Administering for information regarding the use of resources for students who are eligible for testing accommodations.

Test Administrators and Proctors should move unobtrusively about the room, checking to make sure students are progressing through the test.

Electronic devices including cell phones, should not be permitted in the testing room.

Use of Unacceptable Resources

Test Administrators who observe students using unacceptable electronic resources, including, but not limited to, computers, calculators, cell phones, digital watches, personal digital assistants, and portable music players, are to remove the unacceptable device as soon as possible. **The student must be allowed to continue testing.** After testing is complete, the District Test Coordinator must notify the State Test Coordinator of a possible testing violation. The Arizona Department of Education will determine if a testing violation results in a test invalidation.

Student Identification Information

Student identification information to be completed **by the student** is located on the front covers of the AIMS HS test books and answer document. Student identification information to be completed by the student includes Student Name, Teacher, School, and District. Prior to test administration, and before distributing test books and answer documents to students, the Test Administrator should write the names of the teacher, the school, and the school district on the board in a visible location. Directions to be read to students regarding the completion of this information on each of the AIMS HS test materials are included in this document with the administration directions for each day and content area of AIMS HS.

Student Bar Code Labels

Student bar code labels are to be affixed in the proper location on the front covers of the AIMS HS answer documents. Only student bar code labels provided for the Fall 2009 administration of AIMS HS are to be used on the AIMS HS answer documents. The content area indicated on the student bar code label must match the content area of the answer document. Any student bar code labels that are not used during the Fall 2009 administration of AIMS HS are to be returned with nonscorable test materials.

If a student bar code label is **not** available, the student demographic data grid located on the back covers of the AIMS HS answer documents **must** be completed. If a student bar code label contains an incorrect SAIS Number, do not use the bar code label but instead complete the demographic data grid for that student. Instructions for completing the demographic data grid can be found in the Appendix on page 33 in this document. If a student bar code label is used, the demographic data grid is **not** to be completed.

For any student who receives standard accommodations, the accommodation information found on the inside front cover of the AIMS HS answer document **must** be completed **even if a student bar code label is used**. See the Appendix in this document for instructions.

The content area indicated on the student bar code label must match the content area of the answer document.

Explanation of Test Administration Symbols

As you read the test administration directions for each content area of AIMS HS, you will see the following symbols. They are used to guide you through the administration of each test and to help you ensure proper testing procedures throughout each testing session. Please review the test administration directions in advance to become familiar with these symbols and testing procedures.



This symbol indicates the directions you are to read aloud to the students. The text is printed in bold type.



This symbol indicates places where you should use a test book or answer document to show sample items or to make sure students have turned to the correct page.

*Text printed
in italics*

Information that is provided for the Test Administrator and that should not be read aloud to the students is printed in italics.

Administering the Writing Test— Tuesday, October 27, 2009

For the writing test, it is important to note that students must address the writing prompt in their final responses. In addition, although students are not required to use either cursive or printed letters to write their final responses, their responses must be legible. Please be sure to emphasize these points to students where indicated in the test administration directions.

Before distributing the writing test books and answer documents to students, write on the board the names of the teacher, the school, and the school district.

Distribute the test books and answer documents. The AIMS HS Writing test books and answer documents are an orange color. No AIMS test materials other than these orange documents should be used today.

SAY Today, Tuesday, October 27, 2009, you will be taking the writing portion of Arizona’s Instrument to Measure Standards High School (AIMS HS).

Do not open your test book until I tell you to do so. Talking during the test is not allowed. Electronic devices, such as cell phones and personal music players, are not permitted during the entire testing session. Any student who has any electronic device, including a cell phone, in his or her possession during this testing session may have his or her writing test invalidated.



Hold up a test book.

SAY Now, please check the date on the cover of your writing test book. Make sure the date is today’s date, October 27, 2009.

Pause while students confirm the date on their test books. Replace test books that have the incorrect date with an appropriate test book.



Hold up an answer document and point to the lines in the upper right-hand corner of the front cover.

SAY On the front cover of your answer document, write your name on the line labeled “Student Name.” Complete the lines labeled “Teacher,” “School,” and “District” with the information shown on the board.

Point to the information that you have written on the board.

Administering the Writing Test— Tuesday, October 27, 2009 (continued)

SAY Be sure to keep your writing within the boxed area on your answer document. Please do not write in the margins.

Pause. Make sure students complete information correctly.



Hold up a test book and point to the lines in the upper right-hand corner of the front cover.

SAY On the front cover of your test book, write your name on the line labeled "Student Name." Complete the lines labeled "Teacher," "School," and "District" with the information shown on the board.

Pause. Make sure students complete information correctly.

SAY In your writing test book, there is a page that contains a writing prompt and pages designated "Prewriting and Planning," "Draft," and "Writer's Checklist."



Hold up the test book. As you refer to the writing prompt, "Prewriting and Planning," "Draft," and "Writer's Checklist" pages, point to each page.

SAY You will read the writing prompt and then use the "Prewriting and Planning," "Draft," and "Writer's Checklist" pages to plan and write your first draft. What you write on these pages will not be scored.

Pause, and then continue.

SAY Use the Writer's Checklist as a guide to review your first draft. Make sure you have covered everything on the Writer's Checklist. This checklist will be used as a guide to evaluate your final response. You may use a dictionary or a thesaurus. You may not use scratch paper or extra paper for any part of this test.

Point to the location in the room where dictionaries and thesauri are stored.



Hold up the answer document. Point to the pages designated "Final Copy."

*Students **may** use commercially published paper dictionaries and thesauri for the writing test.*

Administering the Writing Test— Tuesday, October 27, 2009 (continued)

SAY When you have finished reviewing your draft, you will write your final response in your answer document on pages 2 and 3 designated “Final Copy.” As you write your final response, be sure to follow these rules:

Use a No. 2 pencil. Do not write beyond pages 2 and 3. Responses extending beyond the space provided will not be scored. Write only on the lines provided.

Your final response may be in cursive or printed letters. However, it is important that your response be legible. It is also important to remember that your work must address the writing prompt provided in the test book.

Pause, and then continue.

SAY Open your answer document to page 1.

Make sure all students have turned to the correct page in their answer documents.

SAY Read along silently while I read aloud.

Please note the following:

- Use a No. 2 pencil.
- Do not write beyond pages 2 and 3.
- Write only on the lines provided.

Are there any questions?

Pause to answer any questions, and then continue.

SAY Now close your answer document and set it aside for now.

Pause while students close their answer documents, and then continue.

Administering the Writing Test— Tuesday, October 27, 2009 (continued)

SAY

Follow the directions that appear in the test book. You will begin by planning and writing your first draft in your test book. When you have completed your planning and your draft, write your final response in your answer document on pages 2 and 3 designated “Final Copy.”

When you have finished, be sure to reread your response and make any necessary edits. When you are satisfied with your final response, close your test book and answer document. Place your answer document on top of your test book. Raise your hand, and I will collect your test materials.

You must remain silent until the conclusion of the testing session. The writing test is not a timed test. If you have not completed the writing test at the conclusion of the testing session, you will be allowed to continue working. However, you must complete the writing test by the end of the school day.

Are there any questions?

Pause to answer any questions, and then continue.

SAY

Open your test book to the writing prompt on page 1.

Make sure all students have turned to the correct page in their test books.

SAY

You may now read the writing prompt and begin the writing test. After one hour, you will be asked to stop for a short break.

While students are taking the writing test, move around the room to make sure students are progressing through the test.

Stretch Break. After one hour, have a stand-and-stretch break. Use the following instructions.

SAY

Stop. Close your test book and answer document so that you may stand and stretch. Please do not talk.

At the end of two or three minutes,

Administering the Writing Test— Tuesday, October 27, 2009 (continued)

SAY

Please be seated.

You must remain silent until the conclusion of the testing session. The writing test is not a timed test. If you have not completed the writing test at the conclusion of the testing session, you will be allowed to continue working. However, you must complete the writing test by the end of the school day.

When you are satisfied with your final response, close your test book and answer document. Place your answer document on top of your test book. Raise your hand, and I will collect your test materials.

You will now continue the writing test. Open your test book to the page you were working on before the break and open your answer document to pages 2 and 3.

While students are taking the writing test, move around the room to make sure students are progressing through the test. As each student finishes the writing test, collect the student's answer document and test book. Do not allow students to use electronic devices, including cell phones, until after the conclusion of the testing session and all test materials have been collected.

Most students should have time to finish the writing test during the allotted 2- to 2½-hour testing session. At the end of the 2- to 2½-hour testing session, identify those students who require additional time to complete the writing test. Follow the procedures established by your Test Coordinator for these students who need additional time to complete the writing test. When all students have finished or the allotted time for the session has ended, proceed as follows:

SAY

This is the end of the writing test.

*Collect all remaining test materials from the students. All test books and answer documents are secure documents and must be accounted for at the end of each testing session. Missing test books and answer documents **must** be located **prior** to dismissing students. All test materials must be kept in a **securely locked storage facility** until test materials are returned to the Test Coordinator at the end of the testing day.*

Administering the Reading Test— Wednesday, October 28, 2009

Before distributing the reading test books and answer documents to students, write on the board the names of the teacher, the school, and the school district.

Distribute the test books and the answer documents. The AIMS HS Reading test books and answer documents are a blue color. No AIMS test materials other than these blue documents should be used today.

SAY

Today, Wednesday, October 28, 2009, you will be taking the reading portion of Arizona's Instrument to Measure Standards High School (AIMS HS).

Do not open your test book until I tell you to do so. Talking during the test is not allowed. Electronic devices, such as cell phones and personal music players, are not permitted during the entire testing session. Any student who has any electronic device, including a cell phone, in his or her possession during this testing session may have his or her reading test invalidated.



Hold up a test book.

SAY

Now, please check the date on the cover of your reading test book. Make sure the date is today's date, October 28, 2009.

Pause while students confirm the date on their test books. Replace test books that have the incorrect date with an appropriate test book.



Hold up an answer document and point to the lines in the upper right-hand corner of the front cover.

SAY

On the front cover of your answer document, write your name on the line labeled "Student Name." Complete the lines labeled "Teacher," "School," and "District" with the information shown on the board.

Point to the information that you have written on the board.

Administering the Reading Test— Wednesday, October 28, 2009 (continued)

SAY ▶ Be sure to keep your writing within the boxed area on your answer document. Please do not write in the margins.

Pause. Make sure students complete information correctly.



Hold up a test book and point to the lines in the upper right-hand corner of the front cover.

SAY ▶ On the front cover of your test book, write your name on the line labeled “Student Name.” Complete the lines labeled “Teacher,” “School,” and “District” with the information shown on the board.

Pause. Make sure students complete information correctly.

*Students may **not** use dictionaries or thesauri for any part of the reading test.*

SAY ▶ The test book contains several passages followed by multiple-choice questions. You will read a passage and then answer the multiple-choice questions that follow. You may refer back to the passage when answering the questions. You may write in your test book, but you must mark all of your answers in the answer document. Only answers marked in the answer document will be scored.

To answer a multiple-choice question, fill in the bubble that corresponds to the answer you choose. Be sure to fill in the bubble completely, and make your mark heavy and dark. Make sure that you are marking your answer to a question in the space with the same number as the test question. If you want to change an answer, completely erase the mark you made before making a new mark. You must use a No. 2 pencil to mark your answers.

You may not use a dictionary or a thesaurus for any part of this test. You may not use scratch paper or extra paper for any part of this test.

Pause, and then continue.

Administering the Reading Test— Wednesday, October 28, 2009 (continued)

SAY ➤ Open your answer document to page 1.

Make sure all students have turned to the correct page in their answer documents.

SAY ➤ Read along silently while I read aloud.

When you finish the Reading test, you will see the following stop sign:



When you see this stop sign, check to be sure that:

- Every question in the Reading test book has been answered.
- The bubbles for your answers are filled in completely using a No. 2 pencil.
- All other bubbles are empty and all stray marks have been erased.

Are there any questions?

Pause to answer any questions, and then continue.

SAY ➤ Open your test book to page 1 and your answer document to page 2.

Make sure all students have turned to the correct pages in their test books and answer documents, and then continue.

SAY ➤ We will begin by reading the passage on page 1 in your test book and doing two sample multiple-choice questions.

These are the types of questions you will be answering during this session. For each sample, you will fill in the bubble in your answer document that corresponds to the answer you choose. Be sure to fill in the bubble completely, and make your mark heavy and dark. Now read the passage in your test book.

Give students time to read the passage, and then continue.

Administering the Reading Test— Wednesday, October 28, 2009 (continued)

SAY Read Sample A in your test book, then fill in the bubble in your answer document for the answer you choose. When you have finished Sample A, stop working.

Give students time to answer Sample A.

SAY The correct answer for Sample A is “C.”

Pause, and then continue.

SAY Now read Sample B in your test book, then fill in the bubble in your answer document for the answer you choose. When you have finished Sample B, stop working.

Give students time to answer Sample B.

SAY The correct answer for Sample B is “B.”

Pause, and then continue.

SAY Follow the directions that appear throughout the test book and mark your answers in the answer document. Please answer all questions. Questions left blank are scored as incorrect.

When you finish the reading test, you may go back and check your work. Make sure that you have marked all your answers clearly and that you have completely erased any marks you do not want. When you finish checking your work, close your test book and answer document. Place your answer document on top of your test book. Raise your hand, and I will collect your test book and answer document.

You must remain silent until the conclusion of the testing session. The reading test is not a timed test. If you have not completed the reading test at the conclusion of the testing session, you will be allowed to continue working. However, you must complete the reading test by the end of the school day.

Are there any questions?

Pause to answer any questions, and then continue.

SAY Turn to page 2 in your test book.

Administering the Reading Test— Wednesday, October 28, 2009 (continued)

Make sure all students have turned to the correct page in their test books.

SAY You may begin the reading test. After one hour, you will be asked to stop for a short break.

While students are taking the reading test, move around the room to make sure students are progressing through the test.

Stretch Break. After one hour, have a stand-and-stretch break. Use the following instructions.

SAY Stop. Close your test book and answer document so that you may stand and stretch. Please do not talk.

At the end of two or three minutes,

SAY Please be seated.

You must remain silent until the conclusion of the testing session. The reading test is not a timed test. If you have not completed the reading test at the conclusion of the testing session, you will be allowed to continue working. However, you must complete the reading test by the end of the school day.

When you finish the reading test, you may go back and check your work. When you finish checking your work, close your test book and answer document. Place your answer document on top of your test book. Raise your hand, and I will collect your test materials.

Open your test book and answer document to the pages you were working on before the break and continue working on the reading test.

While students are taking the reading test, move around the room to make sure students are progressing through the test. As each student finishes the reading test, collect the student's answer document and test book. Do not allow students to use electronic devices, including cell phones, until after the conclusion of the testing session and all test materials have been collected.

Administering the Reading Test— Wednesday, October 28, 2009 (continued)

Most students should have time to finish the reading test during the allotted two-hour testing session. At the end of the two-hour testing session, identify those students who require additional time to complete the reading test. Follow the procedures established by your Test Coordinator for these students who need additional time to complete the reading test. However, if all students finish before the end of the allotted time period, end the testing session. When all students have finished or the allotted time for the session has ended, proceed as follows:



This is the end of the reading test.

*Collect all remaining test materials from the students. All test books and answer documents are secure documents and must be accounted for at the end of each testing session. Missing test books and answer documents **must** be located **prior** to dismissing students. All test materials must be kept in a **securely locked storage facility** until test materials are returned to the Test Coordinator at the end of the testing day.*

Administering the Mathematics Test— Thursday, October 29, 2009

Before distributing the mathematics test books and answer documents to students, write on the board the names of the teacher, the school, and the school district.

Distribute the test books and the answer documents. The AIMS HS Mathematics test books and answer documents are a purple color. No AIMS test materials other than these purple documents should be used today.

SAY

Today, Thursday, October 29, 2009, you will be taking the mathematics portion of Arizona's Instrument to Measure Standards High School (AIMS HS). The mathematics test will be given in two testing sessions. When Part 1 has ended, you will be asked to take a break. After the break, you will proceed with Part 2 of the mathematics test.

Do not open your test book until I tell you to do so. Talking during the test is not allowed. Electronic devices, such as cell phones and personal music players, are not permitted during the entire testing session. Any student who has any electronic device, including a cell phone, in his or her possession during this testing session may have his or her mathematics test invalidated.



Hold up a test book.

SAY

Now, please check the date on the cover of your mathematics test book. Make sure the date is today's date, October 29, 2009.

Pause while students confirm the date on their test books. Replace test books that have the incorrect date with an appropriate test book.



Hold up an answer document and point to the lines in the upper right-hand corner of the front cover.

SAY

On the front cover of your answer document, write your name on the line labeled "Student Name." Complete the lines labeled "Teacher," "School," and "District" with the information shown on the board.

Point to the information that you have written on the board.

Administering the Mathematics Test— Thursday, October 29, 2009 (continued)

SAY Be sure to keep your writing within the boxed area on your answer document. Please do not write in the margins.

Pause. Make sure students complete information correctly.



Hold up a test book and point to the lines in the upper right-hand corner of the front cover.

SAY On the front cover of your test book, write your name on the line labeled “Student Name.” Complete the lines labeled “Teacher,” “School,” and “District” with the information shown on the board.

Pause. Make sure students complete information correctly.

Mathematics, Testing Session 1

*Students may **not** use calculators or scratch paper or extra paper for either session of the mathematics test.*

SAY Now you will take Part 1 of the mathematics test.

The test book contains mathematics problems. You will read a problem and then answer the multiple-choice question that follows. You may write in your test book, but you must mark all of your answers in the answer document. Only answers marked in the answer document will be scored.

SAY To answer a multiple-choice question, fill in the bubble that corresponds to the answer you choose. Be sure to fill in the bubble completely, and make your mark heavy and dark. Make sure that you are marking your answer to a question in the space with the same number as the test question. If you want to change an answer, completely erase the mark you made before making a new mark. You must use a No. 2 pencil to mark your answers.

Administering the Mathematics Test— Thursday, October 29, 2009 (continued)

You may not use scratch paper or extra paper for either testing session of the mathematics test. You may not use a calculator or any mathematics aid other than the AIMS reference sheet included in the test book for either testing session of the mathematics test. Any student who has a calculator in his or her possession during this testing session will have his or her mathematics test invalidated.

Students may **not** use calculators or mathematics aids scratch paper or extra paper for either session of the mathematics test.

Pause, and then continue.

SAY ➤ Open your test book to pages 1 and 2 and look at the AIMS Reference Sheet.



Hold up the test book and point to the pages designated "AIMS Reference Sheet."

Make sure all students have turned to the correct pages in their test books.

SAY ➤ You may use the information from the two-page AIMS Reference Sheet at any time during Part 1 and Part 2 of the mathematics test.

Pause, and then continue.

SAY ➤ Now open your answer document to page 1.

Make sure all students have turned to the correct page in their answer documents.

SAY ➤ Read along silently while I read aloud.

When you finish each part of the Mathematics test, you will see the following stop sign:



When you see this stop sign, do **not** go on to the next part in the answer document.

Administering the Mathematics Test— Thursday, October 29, 2009 (continued)

SAY Check to be sure that:

- Every question in that part of the Mathematics test book has been answered.
- The bubbles for your answers are filled in completely using a No. 2 pencil.
- All other bubbles are empty and all stray marks have been erased.

Are there any questions?

Pause to answer any questions, and then continue.

SAY Open your test book to page 3 and your answer document to page 2.

Make sure all students have turned to the correct pages in their test books and answer documents, and then continue.

SAY We will begin by doing two sample multiple-choice questions.

These are the types of questions you will be answering during Part 1. For each sample, you will read the question in your test book, then fill in the bubble in your answer document that corresponds to the answer you choose. Be sure to fill in the bubble completely, and make your mark heavy and dark.

Pause, and then continue.

SAY Read Sample A in your test book, then fill in the bubble in your answer document for the answer you choose. When you have finished Sample A, stop working.

Give students time to answer Sample A.

SAY The correct answer for Sample A is “D.”

Pause, and then continue.

SAY Now read Sample B in your test book, then fill in the bubble in your answer document for the answer you choose. When you have finished Sample B, stop working.

Administering the Mathematics Test— Thursday, October 29, 2009 (continued)

Give students time to answer Sample B.

SAY ➤ The correct answer for Sample B is “C.”

Pause, and then continue.

SAY ➤ Follow the directions that appear throughout the test book and mark your answers in the answer document. Please answer all questions. Questions left blank are scored as incorrect.

When you finish Part 1 of the mathematics test, you may go back and check your work for Part 1 only. Make sure that you have marked all your answers clearly and that you have completely erased any marks you do not want. When you finish checking your work for Part 1, close your test book and answer document. Place your answer document on top of your test book. Raise your hand, and I will collect your test book and answer document.

You must remain silent until the conclusion of the testing session. The mathematics test is not a timed test. If you have not completed Part 1 of the mathematics test at the conclusion of the testing session, you will be allowed to continue working. However, you must complete the entire mathematics test, both Part 1 and Part 2, by the end of the school day.

Are there any questions?

Pause to answer any questions, and then continue.

SAY ➤ Turn to page 4 in your test book.

Make sure all students have turned to the correct page in their test books.

SAY ➤ You may begin Part 1 of the mathematics test.

While students are taking Part 1 of the mathematics test, move around the room to make sure students are progressing through Part 1. As each student finishes Part 1 of the mathematics test, collect the student's answer document and test book. Do not allow students to use electronic devices, including cell phones, until after the conclusion of the testing session and all test materials have been collected.

Administering the Mathematics Test— Thursday, October 29, 2009 (continued)

Most students should have time to finish Part 1 of the mathematics test during the allotted ninety-minute testing session. At the end of the ninety-minute testing session, identify those students who require additional time to complete Part 1 of the mathematics test. Follow the procedures established by your Test Coordinator for these students who need additional time to complete Part 1 of the mathematics test. However, if all students finish Part 1 before the end of the allotted time, end the testing session. When all students have finished Part 1, or the allotted time for the testing session has ended, proceed as follows:

SAY ➤ This is the end of Part 1 of the mathematics test.

*Collect all remaining test materials from the students. All test books and answer documents are secure documents and must be accounted for at the end of each testing session. Missing test books and answer documents **must** be located **prior** to dismissing students. All test materials must be kept in a **securely locked storage facility** until the administration of Part 2 of the mathematics test.*

Break. At the conclusion of Part 1 of the mathematics test, there should be a significant break so students may be refreshed before proceeding to Part 2 of the mathematics test. Follow your school's plan for providing this break.

Following the break, gather the test materials from their secure location, and then proceed with the test administration.

Mathematics, Testing Session 2

Once students begin working on Part 2 of the mathematics test, they may not return to Part 1. No student should begin working on Part 2 until Part 1 has been completed.

Redistribute the mathematics test materials to students. Make sure all students have their mathematics test books and answer documents they used in Part 1 of the mathematics test. Students may not use calculators or scratch paper or extra paper for any part of the mathematics test.

SAY ➤ Do not open your test book or answer document until I tell you to do so. Talking during the test is not allowed.

Please verify that the test book and answer document in front of you are the same materials that you used during Part 1 of the mathematics test and that your name is on the front cover of each.

Administering the Mathematics Test— Thursday, October 29, 2009 (continued)

SAY Now you will take Part 2 of the mathematics test. You may not use scratch paper, extra paper, calculator, or any mathematics aid other than the AIMS reference sheet. Any student who has a calculator in his or her possession during this testing session will have his or her mathematics test invalidated. You may write in your test book, but you must mark all of your answers in the answer document. You may use information from the two-page AIMS Reference Sheet at any time during Part 2.

Open your test book to page 19 and your answer document to page 4.

Make sure all students have turned to the correct pages in their test books and answer documents.

SAY We will begin by doing a sample multiple-choice question.

This is the type of question you will be answering during this session. You will read the question in your test book, then fill in the bubble in your answer document that corresponds to the answer you choose. Be sure to fill in the bubble completely, and make your mark heavy and dark.

Pause, and then continue.

SAY Read Sample C in your test book, then fill in the bubble in your answer document for the answer you choose. When you have finished Sample C, stop working.

Give students time to answer Sample C.

SAY The correct answer for Sample C is “A.”

Pause, and then continue.

SAY Follow the directions that appear throughout the test book and mark your answers in the answer document. Please answer all questions. Questions left blank are scored as incorrect.

When you finish Part 2 of the mathematics test, you may go back and check your work for Part 2 only. Make sure that you have marked your answers clearly and that you have completely erased any marks that you do not want. When you finish checking your work for Part 2, close your test book and answer document.

Administering the Mathematics Test— Thursday, October 29, 2009 (continued)

SAY Place your answer document on top of your test book. Raise your hand, and I will collect your test book and answer document.

You must remain silent until the conclusion of the testing session. The mathematics test is not a timed test. If you have not completed Part 2 of the mathematics test at the conclusion of the testing session, you will be allowed to continue working. However, you must complete the entire mathematics test by the end of the school day.

Are there any questions?

Pause to answer any questions, and then continue.

SAY Turn to page 20 in your test book.

Make sure all students have turned to the correct page in their test books.

SAY You may begin Part 2 of the mathematics test.

While students are taking Part 2 of the mathematics test, move around the room to make sure students are progressing through Part 2. As each student finishes Part 2 of the mathematics test, collect the student's answer document and test book. Do not allow students to use electronic devices, including cell phones, until after the conclusion of the testing session and all test materials have been collected.

Most students should have time to finish Part 2 of the mathematics test during the allotted ninety-minute testing session. At the end of the ninety-minute testing session, identify those students who require additional time to complete Part 2 of the mathematics test. Follow the procedures established by your Test Coordinator for these students who need additional time to complete Part 2 of the mathematics test. However, if all students finish Part 2 before the end of the allotted time, end the testing session. When all students have finished Part 2, or the allotted time for the testing session has ended, proceed as follows:

SAY This is the end of Part 2 of the mathematics test.

*Collect all remaining test materials from the students. All test books and answer documents are secure documents and must be accounted for at the end of each testing session. Missing test books and answer documents **must** be located **prior** to dismissing students. All test materials must be kept in a **securely locked storage facility** until test materials are returned to the Test Coordinator at the end of the testing day.*

Inspecting Test Materials

After each day of testing, Test Administrators should inspect each test book and answer document to ensure the following:

- ☐ The student has completed his or her name, teacher, school, and district on the front covers of the test book and answer document.
- ☐ Test books and answer documents have been separated into individual stacks. Test books must not contain answer documents.
- ☐ The student bar code label has been applied in the designated location on the front cover of the answer document, or if no student bar code label is available, the student demographic data grid located on the back cover of the answer documents has been completed.
- ☐ The accommodations information on the inside front cover of the answer document has been correctly coded for all students receiving standard accommodations.
- ☐ The student's marks in the answer document have been made with a No. 2 pencil and any erasures are complete and neat. Light marks and marks made with a colored pencil, ink or felt-tip pen, marker, or highlighter cannot be properly scored. These marks should be marked over with a No. 2 pencil.

Header Sheets

Preprinted Header Sheets have been provided for each school. A Header Sheet must be completed for each group's documents. Follow the directions of your Test Coordinator regarding the use of the Header Sheet.

Returning Test Materials

All AIMS HS test materials, scorable and nonscorable, are to be returned to the Test Coordinator at the end of each testing day.

Scorable AIMS HS Test Materials

The following AIMS HS test materials are scorable:

- **Used AIMS HS Writing Answer Documents**
- **Used AIMS HS Reading Answer Documents**
- **Used AIMS HS Mathematics Answer Documents**

Test Administrators should arrange the answer documents so that the front covers are facing up. Paperclips or rubber bands must not be used to bind these materials as this would damage their edges. It is helpful, but not necessary, to alphabetize answer documents. Follow the directions of your Test Coordinator regarding the return of scorable test materials.

Nonscorable AIMS HS Test Materials

The following AIMS HS test materials are nonscorable:

- **Used and unused AIMS HS Writing, Reading, and Mathematics Test Books**
- **Unused AIMS HS Writing, Reading, and Mathematics Answer Documents**
- ***AIMS HS Test Administration Directions***

Follow the directions of your Test Coordinator regarding the return of nonscorable test materials.

Appendix

Instructions for Completing the Student Demographic Data Grid

Students With Student Bar Code Labels

If students have student bar code labels, all of the information from the student demographic data grid located on the back covers of the AIMS HS answer documents is coded within the student bar code labels. The student bar code labels are to be affixed in the designated space on the front covers of the AIMS HS answer documents.

Students Without Student Bar Code Labels

If students do **not** have student bar code labels, the student demographic data grid **must** be completed by the Test Coordinator, Test Administrator, Proctor, or other designated school personnel. The student demographic data grid is **not** to be completed by students. See instruction for bubbling demographic data on the following pages.

If students do **not** have student bar code labels, use the instructions in this section to complete the student demographic data grid located on the back covers of the AIMS HS answer documents.

All information on the student demographic data grid must be marked using a No. 2 pencil. It is important to fill in the bubbles completely and to make the marks heavy and dark. Any errors must be completely erased.

This page is to be filled in by school or district personnel ONLY for students WITHOUT a bar code label.

DO NOT WRITE IN THIS AREA

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ISD0889

A Last Name	
A	A
B	B
C	C
D	D
E	E
F	F
G	G
H	H
I	I
J	J
K	K
L	L
M	M
N	N
O	O
P	P
Q	Q
R	R
S	S
T	T
U	U
V	V
W	W
X	X
Y	Y
Z	Z

First Name	
A	A
B	B
C	C
D	D
E	E
F	F
G	G
H	H
I	I
J	J
K	K
L	L
M	M
N	N
O	O
P	P
Q	Q
R	R
S	S
T	T
U	U
V	V
W	W
X	X
Y	Y
Z	Z

B SAIS NUMBER (required)	
0	0
1	1
2	2
3	3
4	4
5	5
6	6
7	7
8	8
9	9

C School Student ID Number	
0	0
1	1
2	2
3	3
4	4
5	5
6	6
7	7
8	8
9	9

D Birth Date		
Month	Day	Year
JAN	01	06
FEB	02	07
MAR	03	08
APR	04	09
MAY	05	10
JUN	06	11
	07	12
	08	13
	09	14
	10	15
	11	16
	12	17
	13	18
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	60	61
	62	63
	64	65
	66	67
	68	69
	70	71
	72	73
	74	75
	76	77
	78	79
	80	81

A sample of the student demographic data grid.

A Last Name, First Name, M

Using the student's legal name, print the student's last name in the row of boxes under the section for "Last Name." Print only one letter in each box, beginning in the first box on the left. If there are not enough boxes for all of the letters in the student's last name, leave off the letters at the end.

Using the student's legal name, print the student's first name in the row of boxes under the section for "First Name." Do not use a nickname. Print only one letter in each box, beginning in the first box on the left. If there are not enough boxes for all of the letters in the student's first name, leave off the letters at the end.

Using the student's legal name, print the first letter of the student's middle name in the box under the section for "M." Leave the box blank if the student does not have a middle name.

Fill in the appropriate bubble in the column under each letter in the student's name. If there are any blank boxes, fill in the empty bubbles at the top of the column.

B SAIS Number

In the section that says "SAIS Number," enter the student's SAIS Number in the boxes at the top of the columns, beginning in the first box on the left. Fill in the appropriate bubble in the column under each number. **If the student's SAIS Number does not require all of the columns, leave the extra columns blank.**

C School Student ID Number

In the section that says "School Student ID Number," enter the student's local School Student ID Number in the boxes at the top of the columns, beginning in the first box on the left. Fill in the appropriate bubble in the column under each number. If the student's local School Student ID Number does not require all of the columns, leave the extra columns blank.

D Birth Date

In the section that says "Birth Date," fill in the bubbles for the Month, the Day, and the Year for the student's date of birth. For example, if the student was born March 2, 1993, fill in the bubble for the month of March designated by "Mar" in the Month columns, the bubbles for 0 and 2 in the Day columns, and the bubbles for 9 and 3 in the Year columns.

E Cohort

In the section that says “Cohort,” fill in the bubble that corresponds to the student’s cohort.

The only students who may participate in the Fall 2009 administration of AIMS HS writing, reading, and mathematics are students in Cohorts 2011, 2010, 2009, or below. In general, these students will be in grades eleven or twelve.

For all students without a bar code label, “Cohort” must be completed.

F Gender

In the section that says “Gender,” fill in the bubble that corresponds to the student’s gender.

G Enrollment

Fill in the bubble for “Not Enrolled” **only** if the student is not currently enrolled at the school where the test was administered.

This bubble is very rarely marked. Check with your School Test Coordinator before marking the “Not Enrolled” bubble.

H Ethnic Background

In the section that says “Ethnic Background,” fill in the bubble that corresponds to the ethnic group indicated in the student’s SAIS record.

I For Pearson Use Only

Do not mark any bubbles in this section.

Instructions for Completing Testing Accommodations Information

For detailed information on testing accommodations, please see “Testing Accommodations: Guidelines for 2009–2010” on the Arizona Department of Education Web site at www.azed.gov/standards/aims/Administering.

English Language Learners and most students with disabilities are not exempt from AIMS HS testing. However, these students are eligible for certain testing accommodations.

After testing, the Test Administrator or Proctor should use the instructions in this section to complete the Standard Accommodations and Eligibility Criteria data boxes located on the inside front covers of the AIMS HS answer documents for any student testing with standard accommodations.

The Standard Accommodations and Eligibility Criteria data boxes are to be completed **only** by the Test Administrator or Proctor who witnessed the use of the testing accommodation or who actually provided the testing accommodation.

<small>This section is to be filled in ONLY by school or district personnel AFTER testing. Refer to directions in the Test Administration Directions.</small>
Standard Accommodations Student received standard accommodations in the following content area: <input type="radio"/> Reading Student tested using a: <input type="radio"/> Braille version of the test <input type="radio"/> Large Print version of the test
Eligibility Criteria Student: <input type="radio"/> Has an IEP. <input type="radio"/> Has a 504 plan. <input type="radio"/> Is an English Language Learner.

Students Receiving Standard Accommodations*

Fill in the bubble in the Standard Accommodations section to indicate the content area in which a standard accommodation was used. Fill in all bubbles that apply.

If any bubbles are marked in the Standard Accommodation section, complete the Eligibility Criteria section. Fill in all bubbles that apply.

*These data boxes are to be completed **only** by the Test Administrator or Proctor who witnessed the use of the testing accommodation or who actually provided the testing accommodation.*

***If a student did not receive any accommodations, leave all bubbles in both sections empty.**

*Use of **non-standard** (alternate) accommodations is no longer allowable during AIMS HS testing.*

Braille Test and Large Print Test Accommodations

For students testing using a Braille version or a large print version of AIMS HS, all student responses must be transferred into a standard answer document. See **AIMS Writing Accommodations** for guidance in transferring the AIMS Writing responses. Please see additional instructions packaged with the Braille test or large print test regarding testing accommodations for visually impaired students.

Student responses that are not transferred into a standard answer document will not be scored.

AIMS Writing Accommodations

The AIMS HS Writing response for a student who uses assistive technology as an accommodation must be transferred into a standard AIMS HS Writing answer document for scoring purposes as described below.

- When the student has completed his/her AIMS HS Writing response using assistive technology, send the response directly to a printer. Do not save the response. Do not email the response. If the writing response was automatically saved, delete the electronic response and empty the computer's recycling bin.
- The Test Coordinator, Test Administrator, Proctor, or other designated school personnel must transfer the print out of the student's response to the student's standard AIMS HS Writing answer document. The transferred response must be handwritten in No. 2 pencil exactly as produced by the student without changing spelling, punctuation, word choice, or any other aspect of the student's response.
- The student's standard AIMS HS Writing answer document with the transferred response is to be returned with the school's scorable test materials.
- Place the print out of the student's response inside the student's AIMS HS Writing test book and return with the school's nonscorable test materials.

Only responses that are handwritten in No. 2 pencil on the appropriate pages of a standard AIMS HS Writing answer document will be scored. The print out of the student's response will not be scored.

The AIMS HS Writing response for a student who uses large print as an accommodation must be transferred into a standard AIMS HS Writing answer document for scoring purposes as described below.

- The Test Coordinator, Test Administrator, Proctor, or other designated school personnel must transfer the student's response in the large print AIMS HS writing answer document to the student's standard AIMS HS Writing answer document. The transferred response must be handwritten in No. 2 pencil exactly as produced by the student without changing spelling, punctuation, word choice, or any other aspect of the student's response.
- The student's standard AIMS HS Writing answer document with the transferred response is to be returned with the school's scorable test materials.
- Place the student's large print AIMS HS Writing answer document inside the student's large print AIMS HS Writing test book and return with the school's nonscorable test materials.

Only responses that are handwritten in No. 2 pencil on the appropriate pages of a standard AIMS HS Writing answer document will be scored. The large print version of the AIMS HS Writing answer document will not be scored.

Glossary

Arizona's Instrument to Measure Standards High School (AIMS HS)

The test provided for high school students in Arizona. AIMS HS tests specific performance objectives developed by the Arizona Department of Education.

Demographic Data Grid

The page that is used to gather student identification information, which must be completed for students without student bar code labels. Found on the back cover of the AIMS HS answer document.

Dictionary

A book of alphabetically arranged words with definitions. Etymologies, pronunciations, and other information may also be included.

Header Sheet

The form used to provide information to Pearson about a group of students being tested. A "group" normally refers to a single class, a combination of classes in the same cohort, or a group of students being tested with the same cohort.

Item

A multiple choice question or writing prompt included as part of an AIMS test. For multiple choice questions, an item includes both the stem (question) and answer choices. See "Test Administration Security Procedures" on page 3 in this document for the policy regarding AIMS test items.

Pearson

The publishing company that is responsible for providing and scoring test materials for the Arizona Department of Education.

Proctor

An individual who assists the Test Administrator.

School Header List

The form used to provide information to Pearson about the groups being tested in an entire school

Significant Break

The break provided at the end of Session 1 of the mathematics test in order for students to refresh before proceeding to Session 2 of the mathematics test. Refer to the school's testing schedule for providing this break.

Student Bar Code Label

The label to be affixed to the front cover of the AIMS HS answer document. Student demographic data is coded within the student bar code label.

Test Administrator

An individual, usually a teacher, who is responsible for the administration of the test.

Test Coordinator

An individual who is responsible for distributing test materials, collecting test materials, and organizing testing for a school or district.



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